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| **Holy Trinity C of E Primary School**  **School Improvement 2022-23** | | | | | | | | |
| **Subject** | **SEND** | | | | | | | |
| **Staff** | **D Wheeldon** | | | | | | | |
| **Strategic Subject Intent** | | | **Intended Impact** | | | | | |
| At Holy Trinity C of E Academy, we ensure all SEND children receive high-quality and ambitious education regardless of need or disability. We believe it is vital that our pupils are equipped with the tools needed to become independent, inquisitive learners in school and within the community. We adapt a **curriculum** where all learners, particularly the disadvantaged and those with SEND have the **knowledge and skills to succeed** in life.  Through our high quality planning, teaching and provision we:  Pride ourselves on early identification and intervention for SEND to ensure that progress and opportunities are maximized.  Ensure that all children have access to a broad and balanced curriculum which is differentiated to enable children to understand the relevance and purpose of learning. Responding to diverse learning needs: adapting approaches so that all pupils can engage effectively with any all areas of the curriculum.  Provide an accessible learning environment which is tailored to the individual needs of pupils.  To value and encourage the contribution of all children to the life of the school in a variety of ways and encourage children to develop a positive self-image  Develop children’s independence and life skills and provide children with experiences and opportunities which will promote a life-long love of learning, independence, self-motivation, resilience and self-esteem alongside the development of individual talents and abilities.  Provide good quality and relevant training for all staff members supporting children with SEND.  Work in partnership with parents and carers.  Work closely with external agencies and other professionals to provide the best support for the children and develop our provision.  To regularly monitor the progress of SEND children to ensure that no child fails to make progress and support children to overcome potential barriers.  To ensure SEND children understand safeguarding procedures and give extra advice and support when needed. | | | * Children can access the curriculum with first quality teaching and focused support * Lessons Observed, Book Scrutinies and Assessment reflect high standard of learning for all pupils including SEND. * Children have access to resources to support their needs. * Interventions support children with specific needs. * Staff have the skills and knowledge to support SEND children and parents * Curriculum is adapted and personalised for children with Co-ordinated Care Plans * Children with additional personal, social and emotional needs are supported.   On leaving Holy Trinity, children with SEND have developed good independence and life skills. | | | | | |
| **Subject Implementation** | | | | **RAG** | | | | **Comments** |
| **Autumn** | **Spring** | | **Summer** |
| To embed Thrive mentors to support social and emotional development especially for children. | | | |  |  | |  | Aut -All staff given 2 staff meetings training on Thrive from Thrive trainer. Resources shared with all staff.  Spring training for staff  Summer mentors working with specific chn and also focusing on mental health resources when appropriate. |
| To embed nurturing and social groups. | | | |  |  | |  | Aut-KS2 nurturing group set up and using Thrive resources.  Spring – positive feedback for specific chn esp with smaller groups. Some chn reluctant to stay afer school.  Summer 2 social/nurturing groups set up |
| To review TripleP in whole school to support families. | | | |  |  | |  | Due to commitments not completed. |
| To provide CPD from OT on Sunflower Program and updates on recent changes. | | | |  |  | |  | Date arranged for later in the year. |
| To direct new staff to appropriate CPD training within the cluster, EP and CAMHs. | | | |  |  | |  | Aut- Staff able to access EP training online.  Spring Staff timetabled to access CPD training.  Next steps discussed more recording |
| To embed social stories to support children. | | | |  |  | |  | Aut- Staff using appropriate Social Stories. New staff have accessed training for Social Stories. |
| To develop strategies to support mental health for staff and children. CPD from EP and Trailblazer. | | | |  |  | |  | Aut- Set up Wellbeing Ambassador to support children’s mental health. Trailblazer worship to discuss mental health and give info to staff. Staff and chn’s policies in place. Staff completed mental health questionnaires.  Spring Established Wellbeing Ambassadors and they decided on specific mental health days. Staff ways to reduce mental health issues.  Summer Mental Health Ambassador shared mental health strategies within worship. Staff completed mental questionnaire and DNDLT also worked on mental health strategies. |
| To continue to work with the authority to provide support with communication and language and improve SALT support.  (This is an authority target as this is the biggest area of need in the authority). | | | |  |  | |  | Aut- SALT meetings set up and planned out for term. Interventions and support is limited. Staff shortage.  Spring – SALT sending in reports but not attending meetings.  Summer – Meeting with SALT Team leader to catch up with specific needs. |
| To continue to investigate evidence-based interventions to support SEND. | | | |  |  | |  | Aut – Maths Power of 1 and 2 introduced. Change in school day so interventions can be implemented.  Spring- Intervention with evidence based phonics is having an impact.  Summer- impact of interventions is working but looking into other catch- up areas. |
| **Funding & Resources** | | **Cost (Time & Money)** | | | | **Links to Academy Council** | | |
| Training for staff and Thrive subscription £200  SEND stationary and OT resources to support children’s needs £100  Books to support family break ups £200  Reading books to support SEND children £100  Triple p funding to cover staff when training parents £450 | | | | | | K Crowley | | |
| **Evaluation** | | | | | | | | |
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